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ABSTRACT

In fall 1986, a pilot honors program was initiated in the San Diego Community College District (SDCCD) to meet the needs of highly motivated students. A four-part evaluation of the pilot project was conducted in 1987, involving a survey of the educational and demographic background of all honors students conducted during the beginning of the semester; a telephone survey of all students who dropped an honors class; a student evaluation of honors courses and instructors; and an evaluation of the course, program administration, and students by the faculty. Findings of the evaluation included the following: (1) 276 students enrolled in the honors program in spring 1987; (2) 44.4% of honors students were over 30 years of age in contrast to 37.6% of the general student population, and 65% had previous college experience; (3) 17% indicated that the Honors Program was one of their reasons for enrolling at the college; (4) by the end of the spring term, 91 (34.8%) of the honors students had withdrawn, with the most common reason given being conflict with work schedule; (5) overall, 28.1% of the students who enrolled in the Honors Program in spring 1987 did not qualify for the program; and (6) in general, students were enthusiastic about the Honors Program, expessing appreciation for the individualized instruction, small class size, intellectual challenge, and high standards. Questionnaires and student comments are included. (UCM)

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HONORS PILOT PROGRAM EVALUATION 1986-87

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HONORS PILOT PROGRAM EVALUATION - 1986-1987

Introduction

On December 18, 1985 the Board of Trustees approved the development and implementation of an Honors Program pilot project for the San Diego Community College District. A committee comprised of faculty representatives from City, Mesa, and Miramar Colleges carefully planned, and implemented an Honors Program designed to meet the needs of highly motivated students.

The Honors Program began Fall 1986 with 11 courses and 110 students. Research shows that both students and faculty were very enthusiastic about the program, often indicating that it was their best classroom experience. Spring 1987 was the second semester of the pilot program. In the Spring semester, there were 22 courses and 276 students enrolled. Several of the courses from the Fall semester were offered again in the Spring, as were many new courses. **(Refer to appendix A for a list of the courses).**

The pilot program was extensively evaluated each semester. The analysis was designed to assess: the demographic and educational background of the students enrolled in the program; the retention rate of honors students compared to the general student population; and the level of satisfaction of students and faculty with various aspects of the program.

The following report is an analysis of the Honors Program pilot project. Although the report primarily focuses on the Spring semester, data from the Fall semester are integrated and compared where appropriate. A copy of the evaluation for the Fall semester is available in the Research office.

Methodology

The evaluation of the pilot project consisted of four components: a survey of the educational and demographic background of all honors students during the beginning of the semester; a telephone survey of all students who dropped an honors class; an evaluation of the course and instructor from the students; and an evaluation of the course, the administration of the program and of the students by the faculty.

In addition, further analysis was conducted in the Spring semester to evaluate the qualification criteria for the program. The academic history of each honors student was reviewed and data were extrapolated to determine how the students had qualified for each honors course. These data also allowed for comparisons between students who dropped and students who completed honors courses, and allowed for an evaluation of the past and present performance of each student.

Each component of the evaluation will be discussed individually.

Student Profile Questionnaire

At the beginning of the semester, honors students were asked by their instructors to complete a student profile questionnaire. **(Refer to appendix B for a sample of the questionnaire)**. The purpose of the questionnaire was to provide background demographic and educational data. Compilation of a profile of the honors students would not only be a valuable recruiting source, it would allow for a statistical comparison between the honors students and the general student population.

There were 276 students enrolled in the Honors Program in the Spring semester 1987, which represented an increase in enrollment of 251% from the first semester of the program. There were 225 students who completed a profile questionnaire.

A review of the records of the 51 students who did not complete a profile questionnaire revealed that 15.7% completed an honors course, 33% withdrew from their course and 51% dropped the honors course they were enrolled in. Whereas 77% of the 225 students who completed the student profile questionnaire completed the course, 19% withdrew and 4.4% dropped from the program. It is not clear whether the students who did not complete a questionnaire and dropped were "no-shows" (students who enroll and never attend class), or whether they dropped after attending class. Distribution of the questionnaires was left to the discretion of the instructor, and thus, the questionnaires were not necessarily distributed on the first day of class.

In future semesters, a list of students who enroll and do not show up for class will be requested from each instructor which should allow for a more accurate assessment of the proportion of honors students who enroll and do not attend class. In addition, the campus honors coordinator at each college will distribute and collect the profile questionnaires on the first day of class. This will also assist in determining the exact number of students who enroll and never attend class.

Demographics

Age

The age distribution of the honors students differed somewhat from the general student population in that the honors students were generally older. While 37.6% of the general student population, Spring 1987, were 30 years of age or older, 44.4% of the honors students fell in that category. Comparatively, in the Fall semester 1986, only 35% of the honors students were 30 years or older, which was consistent with their proportion in the general population (35%). A review of the age distribution by class shows that in eight of the classes, at least 50% of the students were over 34 years old, and in one class, 100% of the students were over 34 years old. These data suggest that the Honors Program is attracting a larger number of older students which may be due to the nature and content of many of the courses.

The age distribution of honors students for Fall 1986 and Spring 1987 semesters, and of the total student population for Spring semester 1987 is illustrated below.

Age	Fall 1986 Honors Students	Spring 1987 Honors Students	Spring 1987 Total Student Pop.
18	9.6%	3.1%	4.2%
19	8.2	6.7	6.4
20	4.1	5.8	6.4
21	2.7	9.3	5.9
22	0	2.7	5.8
23	5.5	4.0	5.6
24	2.7	4.0	5.2
25-29	16.4	18.2	21.0
30-34	13.7	12.4	14.3
over 34	37.0	32.0	23.3

Gender

The distribution of males and females in the Honors Program was also different from the gender distribution of the general student population. Although there was much more of a marked difference in the Fall semester than in the Spring semester, females were overrepresented in honors courses both semesters. Nearly 57% of the students enrolled in honors courses in the Spring semester, and 77% in the Fall semester were females compared to 50% of the general population. As in the Fall semester, many of the Spring semester classes attracted a particularly high proportion of females. For example, two art classes were comprised totally of females, another art class was 88% female, a French class was 89% female, a psychology class was 83% female, a business class emphasizing human relations in business was 86% female and a humanities class was 80% female. Only three classes attracted a high proportion of males: a biology class was 71% male and a history class and a music class were both 75% male.

The gender distribution of the honors students is illustrated below.

	Honors Students		Total Student Pop.	
	Fall 1986	Spring 1987	Fall 1986	Spring 1987
Male	22.9%	43.1%	48.5%	49.9%
Female	77.1	56.9	51.3	49.9

Ethnicity

The ethnic distribution of honors students Spring 1987, differed considerably from the ethnic distribution of the general student population, and from that of the honors students in the Fall semester. While caucasians comprised 71.6% of honors students in the Spring semester, they constituted 64.3% of the general population. In the Fall semester, caucasians comprised 64.3% of honors students and 64.4% of the general student population. Black

students were underrepresented in the Honors Program both semesters. For example, black students comprised 2.7% of honors students in the Spring semester, and 5.5% of honors students in the Fall semester compared to 9.4% of the general population both semesters. Asians enrolled in the Honors Program in nearly the same proportion in the Spring (7.6%) as their representation in the general student population (7.6%). However, it must be noted that no Asians were enrolled in the Honors Program in the Fall semester. Overall, Hispanics and Filipinos were slightly underrepresented in honors classes compared to their proportion in the general student population, and enrolled in lesser proportion in the Spring than in the previous Fall semester. These data are illustrated below.

	Honors Students		Total Student Pop.	
	Fall 1986	Spring 1987	Fall 1986	Spring 1987
American Indian	0%	1.3%	1.3%	1.3%
Asian	0	7.6	7.8	7.5
Black	5.5	2.7	9.2	9.4
Caucasian	64.4	71.6	63.9	64.3
Filipino	2.8	1.3	4.4	3.7
Hispanic	9.6	8.0	9.9	10.0
Other	15.1	3.1	2.2	2.3
No Response	2.6	4.4	0	1.4

An analysis of the ethnic distribution of honors students at each college in the Spring semester revealed some notable differences. For example, there were no black students enrolled in the Honors Program at City College although they comprised 19.3% of the total student population at the college. This was inconsistent with the Fall semester where 30.8% of the students enrolled in the Honors Program at City College were black compared to 19.3% of the student population. In addition, black students were slightly underrepresented at Mesa College (2.7%) and at Miramar College (5.5%) compared to their proportion in the general population, (3.6%) and (9.4%) respectively. There were no Filipino students enrolled in honors classes at City College or at Mesa College although they comprised 3.6% and 3.3% respectively

of the total student population at these colleges. Asian students were slightly overrepresented in the Honors Program at City College (10.1%) compared to the student body (8%), but they were underrepresented at Miramar College (3.6%), compared to the total student population (7.5%). Caucasians enrolled in honors courses at City College in a much greater proportion (64.4%) than their proportion in the general student population (49.4%), and were slightly overrepresented at Mesa and at Miramar College as well. The representation of Hispanics in the Honors Program at City College was nearly the same as their proportion in the general population. However, Hispanics were underrepresented at Mesa and Miramar Colleges. These data are illustrated below.

	City S'87		Mesa S'87		Miramar S'87		District F'86	District S'87	S'87
	A	B	A	B	A	B	A	A	B
	%	%	%	%	%	%	%	%	%
Amer.Indian	0	1.4	1.8	1.1	1.8	1.3	0	1.3	1.3
Asian	10.1	8.0	8.1	8.1	3.6	7.5	0	1.3	7.5
Black	0	19.3	2.7	3.6	5.5	9.4	5.5	2.7	9.4
Caucasian	64.4	49.4	76.6	72.9	69.0	64.3	64.4	71.6	64.3
Hispanic	15.3	14.4	5.4	7.8	5.5	10.0	9.6	8.0	10.0
Filipino	0	3.6	0	3.3	5.5	3.7	2.8	1.3	3.7
Other	5.1	2.7	1.8	2.2	3.6	2.3	15.1	3.1	3.7
No Response	5.1	1.2	3.6	1.0	5.5	5.5	0	4.4	1.4

A= Honors Students

B= Total Student Population

Workload

A comparison of the workload of honors students with the workload of the general student population indicated that honors students, as a group, carried more units. In fact, nearly 61% of the honors students were enrolled in 9 units or more. Comparatively, only

25.3% of the general student population was enrolled in 9 units or more Spring 1987. In addition, almost 50% of the honors students were enrolled in 12 units or more, compared to 14.5% of the general student population. This workload distribution for the Spring semester honors students was consistent with that of the Fall honors students. It is interesting to note that while the workload for honors students remained consistent between the Fall and Spring semester, it varied greatly among the general student population. For example, in the Spring semester, only 25% of the students carried 9 units or more, while in the Fall semester, 42.3% of the general student population carried 9 units or more. A distribution of workload is illustrated below.

	Spring 1987 Honors Students	Spring 1987 Total Student Pop.	Fall 1986 Honors Students	Fall 1986 Total Student Pop.
.5-2.5	0%	14.5%	0%	7.0%
3.0-5.5	17.8	41.4	16.4	30.8
6.0-8.5	17.3	18.8	21.0	20.0
9.0-11.5	12.0	10.8	16.4	15.2
12 and over	48.9	14.5	46.6	27.1
No Response	4.0	0	0	0

Educational Background

Almost 65% of the students enrolled in the Honors Program had previous college experience, averaging 2.5 years of college per student. This was fairly consistent with Fall 1986 students as 60% had previous college experience, averaging 2.3 years per student.

Almost 25% of the honors students enrolled in the Spring semester had a college degree: 11.1% had an associate degree, 9.3% had a bachelor's degree, 2.7% had a master's degree and one student in a business course had a doctoral degree. Interestingly, in the Fall semester the students with degrees were evenly distributed among all classes, while in the Spring

semester 6 classes did not have any students with a degree.

Further analysis did not suggest any differences in educational background or demographics between students with degrees and students without degrees. Research showed that the students without degrees were generally not new students, in fact most of the students without degrees had previous college experience, and/or had attended the college at which they were currently enrolled, for several semesters. However, while nearly 49% of the Spring honors students had completed at least 40 units of college work, only 38% of the Fall honors students had completed 40 units.

In addition, more than 35% of the Spring students had participated in an Honors Program in high school. This is consistent with the Fall semester data which indicated that nearly 33% of the honors students had participated in an Honors Program in high school.

Educational Goal

The students were asked if the Honors Program was a reason for enrolling at the college. Although the majority of students indicated that the Honors Program was not the specific reason for enrolling at the college, approximately 17% did indicate that the Honors Program was a reason for enrolling. Further, when asked why they enrolled in an honors course, students indicated that the course itself, the subject matter, and the reputation of the instructor teaching the course were the primary reasons for enrolling. **(Refer to appendix C for a complete list of responses to this question.)**

When asked what their goals were for the course, the majority of students gave responses that were specific to the course, however, some general goals were also stated including:

- To receive an A.A. degree.
- To enrich myself.

- To improve my writing skills.
- To build my self-confidence.
- No particular goal. I'm glad to have the chance to take courses at this level.

(Refer to appendix D for a complete listing of responses.)

The students were also asked to state their educational objective for the next two years. More than 25% stated that transfer to a 4-year institution was their goal, less than 4% planned to obtain a master's degree, 16.9% planned to obtain a bachelor's degree, 11.1% planned to obtain an associate degree, 6.2% planned to continue taking classes for self-enrichment, and 4% planned to complete their general education requirements. These data differ dramatically from the Fall semester data where 60% of the students planned to transfer to a 4-year institution and 15% were taking classes for self-enrichment.

The students were also asked to state their long-term educational goals. Almost 50% intended to obtain at least a 4-year degree: 16.9% planned on a bachelor's degree, 12.8% planned on a master's degree, 9.3% planned on a Ph.D., several students planned to enter medical school or law school, and a few others planned to obtain a teaching credential. Comparatively, 28.8% of the students enrolled in the Fall semester Honors Program planned on obtaining a bachelor's degree and 35.6% planned on a master's degree. The distribution of the educational goals of the honors students is illustrated on the following page.

Educational Goals
Spring 1987

	Short-term	Long-term
Transfer	25.8	1.8
Associate Degree	11.1	1.8
Bachelor's	16.9	16.9
Master's	3.6	14.2
Ph.D.	.4	9.3
Law School	0	2.2
Teaching Credential	.9	3.1
Personal enrich.	6.2	1.3
Medical School	0	1.8

Overall, 42.7% of the honors students in the Spring planned to either transfer to a 4-year college or earn a bachelor's degree in the next two years, and 31.1% planned to obtain a bachelor's or a master's degree in the long-range. Although this type of data are not available for the general student population, the student profile for Spring 1987 showed that 39% of the students planned to transfer to a 4-year college with or without an associate degree which is slightly below the proportion of honors students who planned to transfer. The student profile also showed that nearly 16% of the students in the general population were taking classes for personal enrichment while only 6.2% of the honors students stated that they were taking classes for personal enrichment.

Employment status

A review of the employment status of the honors students revealed that 27.5% of the students were employed full-time, 38.7% were employed part-time and 33.8% were not employed. A comparison of these data with similar data for the Fall indicates that more honors students were working full-time and less students were unemployed in the Spring semester than in the Fall semester. A comparison of the two semesters is illustrated on the next page.

Honors Students
Employment Status

	Fall 1986	Spring 1987
Full-time	20.5%	27.5%
Part-time	37.0	38.7
Not employed	42.5	33.8

The honors students specified a variety of occupations such as nursing, engineering, retail, teaching, management, secretarial, physical therapy, paramedic supervisor, helicopter rotor blade mechanic, and others. In addition, unlike in the Fall semester, in the Spring there was no relationship between certain courses and related occupations.

Recruitment

According to the honors students, over 32% were recruited by faculty, and 18.2% learned about the Honors Program through the college class schedule. Another 7.1% heard about the program through the Honors Program brochure. The remaining students learned about the program through a variety of other sources. However, it should be noted that many students felt that the Honors Program should be better advertised.

Performance

The cumulative Grade Point Average (GPA) reported by Spring semester honors students (3.56) was somewhat lower than the GPA reported by the honors students in the Fall semester (3.64). In addition, the mean cumulative GPA varied greatly from class to class. For example, in two art classes, the mean GPA was over 3.8 and in the English class, the average GPA was 3.19. Further analysis showed that the mean cumulative GPA districtwide for the Spring semester was 3.02 compared to 3.56 for the honors students.

Majors

Research shows that the honors students chose classes that met specific requirements in their major or area of interest particularly in such fields as art, business, anthropology and history. As in the Fall semester, the most common major in the Spring was business (14.7%) including accounting, finance, marketing and business management, followed by psychology (7.6%). However, while in the Fall, child development was the third most popular major, in the Spring, anthropology and liberal arts were the third most popular majors (4.9%). It must be noted that the majors tend to vary according to the type of honors courses offered in a particular semester. An analysis of the distribution of majors in the district revealed that only the proportion of business majors in the Honors Program (14.7%) was consistent with the proportion of business majors in the general population (13.2%). A listing of Honors students' majors follows.

Art
Anthropology
Art History
Bilingual Studies
Biology
Business
Computer Science
Child Development
Computer Engineering
Dramatic Arts
Education
English
Engineering
Fire Science
Geography
Humanities
Health Science
History
Int'l Business
Literature
Marine Biology
Math
Meteorology
Nutrition
Nursing
Office Education
Photography
Political Science
Psychology
Physics
Prechiropractic
Physical Therapy
Physiology
Premed
Philosophy
Real Estate
Social Science
Social Welfare
Spanish
Selected Studies

Student Retention

During the Fall and Spring semesters, the Research and Planning office conducted a telephone survey of students who dropped/withdrew from an honors course. The survey was designed to help ascertain the reasons for student attrition as well as to allow for a comparison of the characteristics of students who did not complete an honors course with the characteristics of students who did.

There were 276 students enrolled in honors courses in the Spring 1987. By the end of the semester, 91 students had dropped or withdrawn and 180 had completed the program with a letter grade, resulting in a 34.8% drop rate. Comparatively, the course drop rate for the Honors Program Fall 1986 was 32%, and the drop rate for the general student population both semesters was 40%. Unfortunately, a mechanism does not exist to identify students who enroll and do not show up for class, therefore it is not known how many of these students did not attend class, and how many dropped later in the semester. In future semesters a list of "no-shows" will be requested from the instructors which will allow for an accurate assessment of the attrition rate.

Each student who dropped an honors course in the Spring was telephoned at least three times including days, evenings and weekends. More than 60% of the students were successfully contacted, 23.1% could not be reached after as many as seven attempts and 14.3% had moved or the telephone number was disconnected. These results are consistent with the Fall semester where 61% of the students were successfully contacted.

The students were asked two brief questions pertaining to dropping a class: "Why did you drop this course?", and "Were you satisfied with the course?". In addition, the students were asked questions concerning their demographic background. For purposes of this report, the term "drop" includes students who dropped and those who withdrew.

The survey revealed that 31% of those who were contacted dropped the class because it

conflicted with their work schedule. This is not surprising since 33% of the students who dropped reported full-time employment. Comparatively, only 20.5% of the students who completed an honors course worked full-time. An additional 7% of the students who dropped indicated they were carrying too heavy of a workload, 9% stated the class conflicted with other classes and 7% stated health reasons. The remaining students (46%) listed a variety of personal reasons for dropping the class.

The students were also asked if they were satisfied with the class. As in the Fall semester, approximately 50% of those who responded had attended at least one class period and most stated they were satisfied with the class and praised the instructor and the program.

Comments included:

- Excellent class, a fascinating subject.
- The teacher was very good but the subject was boring.
- The teacher was a bit eccentric, but she was very good.
- I will take the class again if offered.
- A wonderful program. I hope it becomes permanent.

Only two students stated that they dropped because they were not qualified based on their GPA. One student had a 1.57 cumulative GPA, and the other had a 2.48 cumulative GPA. It is not certain whether the students were directed to drop by the instructor, or whether they concluded on their own that they were not qualified for the course. Six other students who were not qualified based on their GPA were also enrolled in the two classes these students were enrolled, therefore it is likely they dropped on their own.

Another 10.5% of the students who had attended at least one class period stated that they were not satisfied with the class they had enrolled in and made the following comments:

- A waste of time, not focused enough, not enough participation.

- I did not like the way the teacher taught. She gave too much work and I did not have the time to devote to the class.
- Good class but I expected more in-depth handling of the subject.
- I expected a study of the Goddess through mythology, not witchcraft, reincarnation or black magic.
- The teacher was not prepared for the class. It was not on the level of an honors class.

Qualifications

During the Spring semester, the Honors Committee expressed concerns about the high rate of attrition in the honors courses. It was proposed that a special study be conducted to determine the extent to which the qualification criteria established for the Honors Program were appropriate. A student can qualify for the Honors Program one of two ways: possess a 3.25 or higher cumulative grade point average (GPA), or possess a 3.50 or higher cumulative GPA in the subject area of the honors course.

Each student's academic history was carefully analyzed to determine the basis for qualification. The results of the analysis were categorized according to the following definitions.

GPA (3.25+)	Student's cumulative GPA is 3.25 or higher.
GPA (3.50+)in subject area.	Student has a cumulative GPA in the subject area (of the honors course) of 3.50 or higher. **Note:** In some cases, this may be only one course.
No Academic Record	Student is new and does not have an academic record on file. Determination of eligibility status cannot be made.
Not Qualified	The student's academic history indicates that the student has not met the eligibility requirements for the Honors Program (Cumulative GPA is below 3.25 and subject area GPA is below 3.50 or the student has not taken courses in the subject area).

HONORS PILOT PROGRAM EVALUATION (cont.)

An analysis of the students' records revealed that 62.5% of the students **who completed** an honors course qualified on cumulative grade point average, 9.1% qualified on GPA in the subject area, 20.5% did not qualify at all, and 7.9% did not have an academic record. Among the students **who dropped** an honors course, 52.7% qualified on cumulative grade point average, 2.2% qualified on GPA in the subject area, 29.7% did not qualify at all, and 15.3% did not have an academic record.

Overall, 28.1% of the students who enrolled in the Honors Program Spring 1987 did not qualify for the course based upon the criteria established by the program. A comparison of students who completed an honors course and students who did not complete an honors course indicated that a much larger proportion of students who dropped an honors course were not qualified on any criteria (29.7%) compared to students who completed an honors course (20.5%). In addition, many more students who dropped were first time students without an academic record (15.3%) compared to those who completed (7.9%). The chart below illustrates this distribution.

Qualification Status

	Students who dropped	Students who completed	Total Program
Qualified on Overall GPA (3.25+)	52.7%	62.5%	59.2%
Qualified on GPA of 3.5+ in Subject Area	2.2	9.1	6.7
No Academic Record	15.3	7.9	10.5
Did Not Qualify	29.7	20.5	23.6

Performance

A comparison of performance in honors classes among honors students who were qualified and those who were not qualified reveals that students who were not qualified did not perform as well overall as the students who were qualified. While 85.2% of the students who were qualified received an A, only 55.3% of those who were not qualified received an A. A more in-depth analysis of the grade distribution for the honors students, Spring 1987, can be found beginning page 31 of this report.

Similar data is not available for Fall semester 1986 since a retention study was not conducted as part of the Honors Program evaluation for that semester.

Demographics

A comparison of the demographic characteristics of students who dropped with the characteristics of all honors students indicated that males dropped in higher proportion than females, and that younger students dropped in greater proportion than older students. For example, 50% of students who dropped were males, though they comprised only 38.3% of the honors students. Further, more than 44% of students who dropped were under 25 years old, but this age group constituted only 34.9% of all honors students. Comparatively, 24.4% of students who dropped were more than 33 years old yet 36.6% of all honors students were older than 33. Similarly, in the Fall semester, more than 50% of the students who dropped were under 25 years old.

The ethnic distribution of students who dropped also differed slightly from the ethnic distribution of all honors students. Hispanics and Filipinos, who comprised 6.9% and .6% of all honors students, dropped in greater proportion, 11.6% and 4.7% respectively. Conversely, Asians represented 8% of all honors students but only 4.7% of all drops.

A demographic distribution of students who dropped compared with all honors students is illustrated below.

Demographic Profile

	Students Who Dropped	All Honors Students
GENDER		
Male	50%	38.3%
Female	50	60.6
No Response	0	1.1
AGE		
Under 18	0%	0%
18	1.1	2.9
19	9.3	6.3
20	8.1	5.7
21	11.6	7.4
22	5.8	4.6
23	4.7	5.7
24	3.5	2.3
25-29	18.6	17.1
30-34	12.8	10.9
over 34	24.4	36.6
No Response	0	.5
ETHNICITY		
American Indian	2.3%	.6%
Asian	4.7	8.0
Black	1.1	3.4
Caucasian	70.9	73.1
Hispanic	11.6	6.9
Filipino	4.7	.6
Other	4.7	2.9

Workload

An analysis of the honors students drop and withdrawal patterns revealed that students who dropped an honors class also dropped other classes in much larger proportions. For example, 36.1% of the students who dropped an honors course dropped or withdrew from all of their classes and 75.6% dropped at least half of their classes. Moreover, the average percentage of total courses dropped for those students who dropped their honors course was 70% compared to 19.8% for students who completed the course.

A comparison of drop and withdrawal patterns of students who dropped and students who completed an honors course revealed a dramatic difference between the two groups as illustrated below.

Percent of Total Workload Dropped/Withdrawn

% of Total Workload Dropped/Withdrawn	Students Who Dropped Honors Course	Students Who Completed Honors Course
100%	36.4%	0%
80-90	10.6	1.1
70-79	7.2	3.4
60-69	7.2	2.8
50-59	14.6	7.4
40-49	4.8	10.2
30-39	12.0	9.7
20-29	4.8	11.4
1-19	2.3	7.4
0	0	46.5
Average Workload Dropped/Withdrawn:	70.0%	19.8%

Student Evaluation

The honors students were asked to evaluate their honors course at the end of the Spring semester. A brief questionnaire **(Refer to appendix E)** was distributed in the classroom by a staff member from the Research office. The questionnaire was designed to allow students to express their thoughts regarding the content of the honors course, the instructor and the Honors Program in general. Demographic data were obtained as well. One hundred and seventy five students completed the evaluation. Blank evaluations and self-addressed envelopes were left with the faculty, with instructions to ask the students who were absent to complete the evaluations and return them to the Research and Planning office. Five students did not return the course evaluation questionnaires, and it is not known whether they did not receive an evaluation, or whether they declined to complete one.

Overall, the students enrolled in the Spring semester Honors Program expressed as much enthusiasm for the program as those students who were enrolled in the Fall semester. The students enjoyed the individualized instruction, the small class size, the intellectual challenge, and the higher standards required of them. Each question will be discussed individually.

Question 1

In your opinion, what specific characteristics made this honors course different from other courses you have taken?

Spring semester honors students responded very much like the Fall semester honors students. They welcomed the challenge offered by the honors courses, appreciated the small class size which allowed more active class participation and more intense discussions, and enjoyed the close interaction between the instructor and students. Additional responses included:

. The students are more serious.

- A difficult but interesting course.
- The sheer size of the work involved.
- A chance to interact with other very intelligent, motivated students and with the teacher in a more intimate setting.
- Course content was fascinating. Unique speakers, informative films. It felt like a university course rather than a junior college course.

(See appendix F for a complete listing of these comments.)

Question 2

Did this honors course require more class participation than regular courses?

	Fall 1986	Spring 1987
Yes	64.4%	79.4%
No	32.9	20.0
No response	2.7	.6

Nearly 80% of the honors students in the Spring believed that the course required more participation than "regular" courses. A comparison of the responses to this question between Fall and Spring honors students showed that although both groups of students believed that the honors courses required more participation than regular courses, a greater proportion of Spring semester honors students felt that honors classes required more participation.

Question 3

Did this course meet your expectations? Why?

	Fall 1986	Spring 1987
Yes	84.7%	83.4%
No	5.6	7.4
Not sure	2.8	1.7
No response	6.9	7.4

The responses to this question were fairly consistent both semesters. More than 80% of the students believed that their expectations were met, and judging by the comments, the students were most satisfied.

Comments included:

- I learned more. I had the opportunity to express myself and listen to others.
- I had not realized ahead of time how much more stimulating and thought-provoking it would be.
- The material I was exposed to was enhanced tremendously by the fact that it was in a small, highly motivated class.
- I was not exactly sure what to expect, but overall I think that I got more out of this class than I would have from a regular class.
- It was much more interesting than I thought an honors class would be.
- I knew that a smaller class size with students who are in the class by choice would be enjoyable.

While all of the students who responded negatively were in the same class in the Fall semester, in the Spring semester, those students who believed that the course had not met their expectations were distributed among several classes. It is interesting to note that several of the negative comments in the Spring semester were from the same honors course that received negative comments in the Fall semester.

Comments from dissatisfied students included:

- No, different work from what I feel comfortable with. Regimentation.
- The instructor seemed to perceive the world differently. She had difficulty in articulating precisely what she expected of the students.
- No, I expected more input from the teacher. All the reading left me more knowledgeable but confused. Self-motivation was expected, it was hard and confusing.
- No, the teaching methods were disorganized, and I felt that there was not enough emphasis on the mechanics of writing.

(See appendix G for a complete listing of these comments.)

Question 4

Did this honors course require higher standards of performance from the students than what you have previously experienced at a community college?

	Fall 1986	Spring 1987
Yes	83.3%	83.4%
No	9.7	9.1
Not Sure	0	1.1
No Response	7.0	6.3

Less than 10% of the students felt that their honors course did not require higher standards of performance than what they had previously experienced at a community college. Interestingly, 12.4% of the honors students in the Spring semester had at least a 4-year degree, all of whom felt that the honors courses required higher standards of performance.

Question 5

Do you feel the class size was adequate? If not, what would you recommend?

	Fall 1986	Spring 1987
Yes	82.2%	91.4%
No	11.0	5.1
No Response	6.8	2.9

The honors students were overwhelmingly satisfied with class size. More than 91% of the students in the Spring and 82% in the Fall felt that class size was adequate. For the most part, those students who were dissatisfied with the size of their class in the Fall, felt that the small class size hindered class discussions. However, one of the Spring 1987 classes had 21 students and two students felt that the class could have been smaller.

The students made the following suggestions and recommendations.

- I feel that the smaller class size enhanced interaction.
- It could have been larger.
- The room was too big for 8 people. There was no heat the first 8 weeks.
- Due to attrition I recommend a class of 20 to begin with.
- Crowded, could have been fewer students.
- Too large. 12 or less.

Question 6

How would you describe the students level of involvement in this course?

	Fall 1986	Spring 1987
Very involved	77.2%	77.7%
Involved	5.6	7.4
Moderately involved	16.3	9.7
Not involved	2.8	.6
No Response	1.1	4.6

More than 85% of the honors students both semesters rated the class involvement as "very involved" or "involved". In addition, there were more students who rated the class involvement as "moderate" in the Fall (16.3%) than in the Spring (9.7%). Further analysis showed that almost half of the students who responded "moderately involved" or "not involved" in the Spring semester were in the same class.

Question 7

If you are taking more than one honors course, did you find them to be approximately equivalent in terms of quality? In terms of demand?

Twenty-five students responded to this question although only four students were concurrently enrolled in two honors courses in the Spring. It is likely that students misread the question and compared their Spring semester course with an honors course taken the previous semester. The question will be reworded next semester so that students will be directed to evaluate the equivalency of their current honors course and any honors course they have taken. It is believed that this will yield more useful information.

Overall, only 2 students stated that the classes were not equivalent in terms of quality or demand. Some comments follow.

- No, not at all, I think teachers should be screened. This class was extremely boring, not the same teacher interaction. In terms of demand however, a class should be taught for the students, not the teacher's self-centered ego.
- The standards for both were higher than average which is good.
- They were similar in demand but learning a foreign language is more demanding than taking English.

Question 8

Do you have any comments about the grading procedures and tests?

Overall, the students were pleased with the grading procedures and tests, finding them equitable and appropriate for an honors course. Comments made by students in the Spring semester were similar to those made by the students in the Fall semester citing the opportunity to be graded on class participation, oral presentations and research papers . Only a few students expressed some dissatisfaction with the procedures.

Comments included:

- Grading procedures are excellent. Very appropriate for the kind of class it is.
- This class offered research. I prefer research and do not recommend tests in honors classes. Honors is a place for creativity, not exams.
- I have no idea of how well I am doing.
- The grading was extremely unstructured.
- I wish we had more than one grade to determine our class grade. The pressure is really great to excel to get an A.

(Refer to appendix H for a complete listing of responses.)

Question 9

Do you have any comments about the reading/writing assignments required for this course?

As in the Fall semester, the comments made by Spring honors students were generally positive, suggesting that they enjoyed the reading and writing assignments even though the assignments were often difficult and time consuming. Many of the comments to this question were consistent with the expectations expressed by the honors students in the profile questionnaire. Some of the negative comments resulted from a difference in expectations between students and instructor. For example, in one instance, the instructor expected self-starters while the students felt they needed more direction. Similar miscommunication occurred in the Fall semester as well.

Comments included:

- The assignments made me work harder, which is good for an honors class.
- There was more reading and writing than in an ordinary class but not more than I expected.
- Both demand a higher level of concentration and quality than regular courses.
- I prefer research, reading requirements and creative expression that is available for me as a student in this class. The list is excellent.

- What is expected of students could be better defined.
- I thought the reading assignments were much more challenging and enjoyable.
- Both honors courses required lengthy term papers due during final week. For a full-time student, it is quite time consuming.
- We were assigned essays to read and to discuss in class somewhat aimlessly. The subject matter for in-class writing assignments was too vague and not enough attention was paid to any specific type of essays.

(Refer to appendix I for a complete listing of comments.)

Question 10

Do you think this course should be offered again? Please explain.

The students were very enthusiastic in their responses: 92% responded yes, and 1.7% were not sure but qualified their response by stating that it would depend on the level of interest expressed by students, or that the course should be offered with a different instructor. Only 1.7% felt that the course should not be offered again. For the most part, the comments were consistent with the Fall semester responses, and were specific to each course. Some general comments included:

- Yes, others should be allowed the chance to feel the satisfaction I feel having taken this course.
- Yes, this kind of class needs to be an ongoing experience.
- Yes, because people can learn more and better in an honors class.
- Yes, it is exciting and challenging. Very few classes at Mesa are.
- I am not sure. It depends on individual needs.
- Maybe, but I don't think the instructor is very inspiring. I think that she is a better researcher than a teacher.

(Refer to appendix J for comments relating specifically to each course.)

Question 11

Would you recommend this course to other high-achieving students?

	Fall 87	Spring 87
Highly recommend	58.3%	65.1%
Yes	33.0	26.9
Yes, with reservations	5.6	8.0
No	1.4	0
No Response	1.4	0

Almost all students (92%) indicated they would recommend their honors course to other High-achieving students. This is consistent with the Fall semester responses where over 90% of the students stated they would recommend their honors course to other students. In addition, not one of the Spring semester students responded negatively to this question. Several students (5.6%) responded "yes, with reservations", and, unlike the Fall semester, these students were distributed among several classes.

Question 12

Are there other honors courses you would like to see offered by the Honors Program? Please specify.

The students suggested a variety of courses they would like to see offered which are listed below.

- Anthropology
- Art (ceramics, photography)
- Biology (marine, genetics)
- Business (marketing research, management)
- Economics
- English (literature, creative writing)
- Ethics
- Fire Science
- French
- History (Russian, Chinese, ancient Greeks, early California modern European)

- Humanities (world religions)
- Journalism
- Law
- Linguistics
- Math
- Music (music appreciation)
- Mythology
- Philosophy
- Physics
- Physiology
- Political Science
- Psychology (of children, alcohol and drug abuse)
- Social Studies
- Sociology
- Software Engineering
- Spanish
- Women Studies

Question 13

Do you have any additional comments/suggestions?

Students offered several suggestions and made many comments often praising the Honors Program. A sample of comments is listed below.

- Please continue to offer students a chance to achieve.
- This class was excellent. I wish it had lasted longer.
- Increase the number of courses but keep the classroom size small. More advertising is needed for this class.
- Thank you for allowing me to express my views and my thoughts about this course.
- The class needs to be more organized. A different instructor might help.
- Publicize the class at greater length to attract potential students.
- I think this honors class was very successful. I think anyone taking it will find it very rewarding.
- All that was presented in this class was an ultimate experience. I recommend it highly.

(Refer to appendix K for a complete list of comments.)

Faculty Evaluation

At the end of the semester, a questionnaire was distributed to each instructor teaching an honors course. The questionnaire was designed to give faculty an opportunity to evaluate the honors students and the Honors Program as well as to provide useful data concerning teaching methodology. **(Refer to Appendix L for a sample of the faculty evaluation questionnaire.)** A review of the responses indicated that overall, the instructors who participated in the Honors Program were very satisfied with the honors courses and the honors students. According to the faculty, the honors students performed better than regular students, and were of a higher caliber. In addition, several instructors stated that they had adjusted their grading procedures in response to the higher quality of the students. Many instructors felt that the smaller class size allowed for more individualized attention, and for innovative teaching methods. Instructors also expected more effort on the part of the students, more reading and writing, and had set higher standards for performance.

Grade Distribution

A review of the grade distribution of the Spring 1987 Honors Program revealed that honors students performed extremely well. More than 93% of the students received an A or a B and more than 78% received an A. In the Fall, 87.7% of the students received an A or B and 74% received an A. In addition, while in the Fall semester 8.2% of the honors students received an "incomplete", only 2.8% of the Spring honors students received an "incomplete". Further, while one student failed the course in the Fall semester, not one Spring 1987 honors students failed the course.

More than 90% of the instructors stated that the grade distribution for their honors course was higher or considerably higher than their regular classes.

HONORS PILOT PROGRAM EVALUATION (cont.)

The grade distribution is illustrated below.

Grade	Fall 1986	Spring 1987
A	74.0%	78.8%
B	13.7	15.6
C	2.8	3.3
D	0	.5
F	1.4	0
I	8.2	2.8

Comparatively, the graded distribution for all students Spring 1987 is listed below.

Grade	Spring 1987 Total Student Pop.
A	22.0%
B	16.0
C	11.0
D	2.0
F	2.0
Drop	21.0
W	18.0

An analysis was conducted of the performance of the thirty six students who completed an honors course, but were not qualified for the program based on the criteria established for enrollment in honors courses. The results show that more than half of the students received an A and only 3 students received a grade lower than a B. An analysis of the academic records of these students indicated that such grades were inconsistent with the students' past performance as illustrated on the next page.

Performance of Honors Students who did not Qualify for the Honors Program

Cumulative GPA	Subject Matter GPA	Cumulative Units	Grade in Honors Course
1.29	1.3	12	B
1.8	1.0	12	A
2.14	N/A	3.5	A
2.38	2.0	42	B
2.41	3.25	54	B*
2.41	2.0	24	D
2.41	2.0	34	B
2.5	1.0	12	B
2.59	3.3	56	A
2.67	3.0	32	B
2.67	N/A	9	B
2.76	2.5	68.5	C
2.77	3.4	50	A
2.77	3.25	168	A
2.82	3.0	88.5	A
2.86	2.5	113	A
2.88	N/A	29	A
2.89	3.12	41	A
3.0	3.0	3	A
3.0	3.25	18	B
3.0	3.0	3	A
3.04	N/A	41.5	A
3.07	2.0	49	A*
3.07	2.67	14	A
3.07	3.0	49	B
3.08	3.0	20	A
3.11	N/A	24	A
3.10	N/A	10	A
3.11	N/A	36	B
3.11	3.0	63	A
3.13	N/A	24	C
3.14	3.19	64	B
3.14	2.5	17.5	A
3.14	N/A	183	B
3.14	N/A	21	B
3.16	3.0	41.5	A

* These students were concurrently enrolled in two honors classes.

An analysis of the grade distribution in each honors class shows that there were five honors classes where all the students received an A. Two of these classes were art classes with 4 students enrolled in each class, one business class had 21 students enrolled, an anthropology class had 17 students enrolled, and one humanities class had 6 students enrolled. In one class, the instructor had adjusted his normal grading curve and a score of 95-100% was required to receive an A. Even with the very high standard set by the instructor, 8 of the 9 students in that class received an A and one student received a B. Although it may be argued that honors students are above-average students, it must be noted that, if GPA is used as a criterion, several of the students who received an A were not above-average students. In fact, sixteen students had a cumulative GPA below the minimum set for the program (3.25), and eight of these students had a cumulative GPA equal to or below 3.0. In light of these data, it is recommended that the appropriateness of the criteria for enrollment in honors classes be evaluated further by the Honors Committee.

Teaching Techniques

The methods used to teach the honors courses varied, however, lectures, class discussion, and guest speakers were common. Instructors relied heavily on research papers, class presentations, and special projects. Other methods included:

- Intensive bi-weekly critiques of work, individual directional planning session for each student.
- Demonstration, supervised application of techniques, problem solving with students.
- Contract, weekly progress reports, experiential journals, art works.
- Oral practice and total immersion and participation. [French 101]
- Field trips.

. Biofeedback monitoring experience.[Health Psychology 265]

(Refer to appendix M for a complete listing of teaching methods.)

Approximately 80% of the instructors stated that these methods differed from their normal teaching methodology. They felt that the caliber of the students involved and the small class size made these methods possible. Instructors stated many reasons for using alternatives to traditional teaching methods. Some of these reasons are listed below.

. More direct one-on-one.

. I rarely incorporate much discussion into my U.S. History survey classes as the students need too much basic information and are too reluctant to do the kind of preparation discussion requires.

. Very much an oral participatory approach.

. Student presentations were a major part of each meeting.

. Each student received individual attention on project.

(Refer to appendix M for a complete list of comments.)

Faculty Expectations

When asked to compare the performance of the honors students with the performance of regular students, more than 95% of the faculty responded that honors students were better or much better than their regular students. Only one instructor responded that they were worse, but stated that her regular students are music students at UCSD.

When asked if honors students met their expectations, the instructors responded that the honors students had met their expectations, and several stated that the students had exceeded their expectations. Instructors felt that the honors students were bright, enthusiastic, dedicated, and more open to new ideas. Some comments included:

. Many exceeded my expectations with only three not quite as dedicated.

- More creative, more enthusiastic, better motivated, more open to experimentation and new ideas.
- Some of them were excellent, they grasped everything immediately, a few needed the grammatical structure.[French class]
- Writing skills could be better; Initially nervous in presentations.
- They met my expectations in terms of initiative, group problem-solving, and individual responsibility.
- Two failed to finish their projects on time.
- Failed to meet self-starting standard...still too dependent on lecture format.
- I invited almost all the students. I had established my own criteria.

(Refer to appendix M for a complete list of comments.)

The faculty were asked if they would do anything differently next time they taught their honors course. Several stated that they would not make any changes, and many responded they would basically retain the same format with some minor adjustments. Not one instructor believed that his/her course format required major modifications. Only one instructor was disappointed and responded that she would probably not teach the course again. Some of the comments are listed below.

- Perhaps a less complicated project.
- Yes, I am changing to a daytime format to attract more day students.
- Yes, structure the book report more: give more exact directions, require a written statement for each seminar leader.
- A little bit. I will add another text which offers more grammatical drills.
- Prepare a little more for administrative communication.
- I probably won't teach again.

(Refer to appendix M for a complete list of comments.)

HONORS PILOT PROGRAM EVALUATION (cont.)

Course Requirements

Faculty requirements for the honors courses were generally specific to each class although research papers, oral presentations and class participation were common requirements in most classes. A listing of the requirements is illustrated below.

- Research paper, oral presentations, weekly issues discussion. [Science & Society]
- Students had to give a paper on current contemporary sculpture plus plan and execute a very complicated sculpture project. [Figurative Life-Size Sculpture]
- Each student was responsible for 4 1/2 hours of class presentation: leading the discussion, essay mid-term, final and book report. [Ancient Greeks]
- Problem sets. [Applied Algebra]
- Substantive research paper (2500 word minimum), creative project, dream journal work, oral reports. [The Goddess]
- Daily oral participation, and exam after each unit, an oral report. [French 101]
- Six reports (oral and written), 10-page paper, several short written assignments. [Business, Economics, Management]
- Class participation and SIGs, oral presentations, abstracts of cassettes, project utilizing both management and human relations elements. [Human Relations in Business]
- No papers, tests involving technical procedures, required readings on various artists and group discussions. [Site-Related Sculpture]
- 4 tests, 2 essays and one class presentation. [History of Western Philosophy]
- Written statement about work and other items. [Independent Study-Fine Art]
- Three essay examinations, one presentation, a term paper. [Sociology 101]
- Class participation, class project, class presentation and paper. [Anthropology 265]
- One book report (5 pages), one research paper, a log with notes about the class (lectures, speakers, films, etc...). [U.S. in Central America]
- Class presentations, long research paper, discussions of assigned readings. [History 265]
- Four short papers(5 pages), 2 medium papers(10 pages), or 1 major paper (20+ pages). [Women in Contemporary America]
- Papers, several exams. [Anthropology and Expressive Arts]

- Seminar discussion, oral presentation, 3 exams, (1 written in-class, 2 oral). [Health Psychology]
- One 2500-3000 word research paper. [English 101]
- Two papers, 3 or 4 concert appearances, one lecture, notebook on their instrument and progress being made on it. [Brass Quintet]

Summary

The overall impression of the Honors Program from faculty was generally very good. Comments such as excellent, very good, and outstanding were often repeated. Only one instructor appeared to be somewhat disappointed in the honors students and the Honors Program stating: "Students should be put into a regular class until they all reach honors standards, a brave attempt at improvement for a few at the expense of many." Other comments included:

- Good, keep it going. Unique opportunity for both students and instructors. It works very well.
- I was impressed with the helpfulness of the Honors Program staff. I thought the procedures to obtain material for the course was cumbersome and silly.
- Super.
- Excellent. Badly needed to give these students an adequate program.
- It adds a needed dimension of scholarship to the District.
- Excellent idea. Needs better administrative support.
- Most excellent. I hope to be an active honors faculty member for a long time to come.
- Excellent. It does add a lot of extra work on the instructor's part.
- Excellent opportunity for better students; wish we had more of them; very rewarding for instructor.
- Outstanding! The business core to be enacted at Miramar is met with excitement and knowledge by both students and instructors that this is fulfilling a real need.

HONORS PILOT PROGRAM EVALUATION (cont.)

- Most excellent opportunity to attain to greatest potential of older students and beyond. It transcends common community college experience.
- I believe it should be offered for standard transfer courses mainly.
- Outstanding opportunity for the students and colleges to join in excellence in education.
- Excellent! I hope I have the opportunity to facilitate another honors class.
- Very good. Needs even more advertisement. Allows for a better offering of courses.
- Very positive but also very challenging to the teacher.
- Students should be put into regular classes until they all reach honors standards.
- Thoroughly enjoyed guiding the learning of these students. It provides an unusual opportunity which capable students enjoy in addition to their regular courses.
- Excellent, caring, creative, organized, professional.
- Worthwhile but we ought to tie our courses into the universities more so they will be transferable.

The instructors were asked if they had any suggestions or recommendations. Many suggestions and recommendations regarding the administration of the Honors Program were made as listed below.

- Until registration procedures are improved, I don't want to participate. Financial support was appreciated.
- Provide reduced stipends for instructors repeating courses.
- Getting enrollment is the key. May need help in recruitment of students.
- I have the utmost appreciation and respect for the administration who are directly involved with the Honors Program.
- Doing fine, keep it up!
- I think the administration of the program is excellent and has contributed to the overall excellency in the classroom.
- Many things seem to be done at the last minute: Course selection, advertisement, announcement of speakers, and special events.

HONORS PILOT PROGRAM EVALUATION (cont.)

- I think that too much of a burden is placed on the Research and Planning Office. Some of that work would be and should be done by the instructors themselves, such as ordering films.

- A brave attempt at improvement for a few...at expense of many.

- It went smoothly after our initial mix-up. I'm sure the kinks in communication will be worked out in the future.

- I am pleased with the present administrative policies.

- Give more control of the budgeted money to the local campuses to administer. Terry Davis on the Mesa campus could administer the Mesa funds. More orientation on how to do an honors class.

- Administration is fine except for reimbursement of instructors for budgeted expenses.

- Students at Mesa need to have contact with other "achievers". Our students are so physically geographically scattered that they usually do not know other academically inclined students. In short, they need role-models for excellence; otherwise, an important resource for San Diego will be squandered. These students will also project to the community a seriousness of purpose which community colleges should foster. This will ensure state and local funding as well.

Recommendations

The evaluation of the Honors Pilot Program indicates that the first year of the project was a tremendous success. Comments from the students and instructors suggest that the program has fulfilled its goals in challenging high-achieving students; increasing satisfaction for faculty participating in the program; and building and maintaining a positive public attitude toward the San Diego Community College District.

Overall, the honors students were impressed with the level of competency and professionalism of the instructors, as well as with the quality of the courses. The students appreciated the small class size which encouraged active participation, intense discussions, and in-depth exploration of the subject matter. In addition, although instructors generally required higher standards of performance and often gave difficult reading, writing, and research assignments, the honors students welcomed the challenge, and as a group, performed extremely well. The students' responses, both semesters, suggest that they enjoyed the special attention they received and often felt proud and privileged to be a part of the Honors Program. Further, an overwhelming majority of the students recommended that the program continue and be expanded.

The instructors were also generally very enthusiastic about the students enrolled in the program. The faculty believed that the honors students were of a higher caliber and performed better than regular students, and praised the students' enthusiasm, maturity and dedication. In addition, the faculty lauded the small class size claiming that it was a great advantage as it permitted the use of innovative teaching techniques, allowed for individualized instruction, and facilitated student participation. As is often the case with a new program, several areas of concern have been identified in this evaluation that merit further analysis and discussion. Each issue will be discussed individually.

Qualification Criteria

As illustrated in the retention study and highlighted throughout this evaluation, several students were admitted in honors classes who did not satisfy any of the criteria established for enrollment in the Honors Program. All of these students successfully completed their honors courses and many of them performed very well, receiving A's. Consequently, it is recommended that the qualification criteria be carefully reviewed for their appropriateness and regularly monitored by the Honors Committee.

Grading Practices

Although most of the students enrolled in the Honors Program were high-achievers, several were average or below-average students as measured by their cumulative grade point average, yet many received an A in their honors course. It can be argued that placed in a learning environment in which they received personal attention, and in which they were stimulated by the subject matter, the instructor, and other high-achieving students, these students rose to the challenge and performed extremely well. However, it could also be argued that the instructors gave high grades based on their expectations of the students as "honors" students. Therefore, it is recommended that faculty grading practices be periodically reviewed by the Honors Committee in order to avoid the potential threat of grade inflation.

Student Retention

One of the major goals of the program is to enhance retention of high-achieving students. Unfortunately, the first year of the program did not result in substantially higher retention rates. The high attrition rate in the Honors Program is a concern that may not be easily mitigated as many students who drop an honors course do so for reasons generally beyond the control of the college. For example, students dropped because their work schedule

conflicted with their classes, or they dropped for a variety of personal reasons unrelated to the college. Moreover, it was clearly demonstrated that an overwhelming majority of students who dropped an honors course habitually dropped other classes as well. It is recommended that a longitudinal study be conducted to track and evaluate student retention in honors courses.

Ethnic Distribution

The low enrollment of black students in the Honors Program relative to their enrollment at each college, particularly in the Spring semester, is a concern. For example, although black students comprised 30.8% of the honors students at City College in the Fall semester, there were no black students enrolled in the program at City College in the Spring semester. In addition, black students were underrepresented both semesters at Mesa and Miramar Colleges.

An analysis of the demographic distribution of the potential pool of honors students in the Spring 1986* revealed that, although black students comprised respectively, 19%, 4% and 4.7% of the total student population at City, Mesa and Miramar Colleges, only 10% of the black students at City College, 1% of the black students at Mesa College and 2.5% of the black students at Miramar College would meet the Honors Program criterion of a 3.25 or higher cumulative GPA in twelve units or more. In the light of these statistics, increasing the participation of black students in the Honors Program may be difficult. However, the Honors Committee should pursue the matter further.

*In Support of an Honors Program: A Data Review and Analysis, Research & Planning, April 1986.

APPENDIX A

List of Honors Courses

Fall 1986 - Spring 1987

HONORS COURSES

Fall 1986

Art

Biology 265 - Science & Society

Art - Visual Art Design

Business Honors

Child Development - Computer usage in the classroom

Child Development Honors Internship

English 101

Fire Science - Seminar

History 265 - U.S. in Vietnam

Psychology - Health Psychology

Spanish 101

Spring 1987

Anthropology - Introduction to Primate Behavior

Anthropology - Anthropology & Expressive Arts

Art - Indvidual Study of Fine Arts

Art - Life Size Sculpture

Art - Site Related Sculpture

Biology - Science & Society

Business - Mgt. - Economics

Business - Human Relations in Business

English 101

French 101

History - U.S. in Vietnam

History - U.S. in Central America

History - Women in Contemporary America

History - Strategic Defense & Nuclear Age

Humanities - The Goddess

Humanities - The Ancient Greek

Mathematics - Applied Algebra

Music - Brass Quintet

Philosophy 104

Psychology - Health & Psychology

Sociology 101

Appendix A

APPENDIX B

Student Profile Questionnaire

Dear Student:

This is the first year of the Honors Program at City, Mesa and Miramar Colleges. Since this is a pilot project, it is very important that we evaluate the strengths and weaknesses of the program and develop a profile of honors students. We need your cooperation in assisting us to collect the appropriate information throughout the semester. Please take a minute to complete the questionnaire below. The information will remain **confidential** and will be reported in summary form only.

Thank you.

HONORS PROGRAM STUDENT PROFILE QUESTIONNAIRE

Name: _____ College: _____

Address: _____ I.D. _____

_____ Telephone: _____

1. How long have you attended this college? _____
2. Have you attended college prior to attending this college? Yes ____ No ____
   If Yes, how many years? _____
   If you already have a degree, please specify: _____
3. Was the Honors program a reason for enrolling at this college? Yes ____ No ____
4. Did you participate in an Honors/Advanced Placement program in high school? Yes ____ No ____
5. Why did you enroll in this Honors course? _____
   _____
6. What are your goals for the course? _____
   _____
7. What is your educational objective for the next 2 years? _____
   _____
8. What is your long-term educational objective? _____
   _____
9. Are you presently employed? Full-time ____ Part-time ____ Not employed ____
   What is the nature of your employment? _____
10. How many units are you enrolled in this semester? ____
11. How many units of college work have you completed? ____
12. How many Honors courses are you enrolled in this semester? ____
13. How did you hear about the Honors program? _____
    _____

GENDER:
Male ___
Female ___

AGE:
Under 18 ___
18 ___
19 ___
20 ___
21 ___
22 ___
23 ___
24 ___
25-29 ___
30-34 ___
Over 34 ___

ETHNICITY:
Amer.Indian ___
Asian ___
Black ___
Caucasian ___
Hispanic ___
Filipino ___
Other ___

GPA: _____

MAJOR: _____

_____

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APPENDIX C

Student Profile Questionnaire

Comments to Question 5

HONORS PROGRAM STUDENT PROFILE QUESTIONNAIRE

QUESTION 5: **"Why did you enroll in this honors course?"**

- Interesting.
- A challenge.
- Offered a chance to acquire further knowledge.
- To work in a stimulating environment.
- To know why the U.S. was involved in Vietnam and to improve my writing and speech skill.
- In the past, I have participated in small, intensive classes and I appreciate the stimulation, motivation and challenge I obtained from this kind of class structure.
- Curiosity about the feminine side of mythology and how the class would be handled.
- To increase my awareness of the world from which I have much to learn.
- To see if I am capable of completing the course.
- More creative education, stimulating involvement.
- I like France and the French language.
- I felt that a regular French class would move too slowly, I prefer this teaching method.
- To pass the language requirement for the Master's program.
- Work-related.
- A Saturday class, interesting topic.
- Knowledge of instructor and his level of competence.
- Smaller class size, individualized instruction.
- The course is related to my major, and because I believe in the Honors Program and wanted to support it.
- To better my career.
- The challenge, the opportunity to do something new and exciting.
- Interesting subject related to my major.

Appendix C

HONORS PROGRAM STUDENT PROFILE QUESTIONNAIRE (cont.)

- To broaden my understanding of psychology.
- Recommended by a previous instructor and a counselor at SDSU.
- I needed one more class for transfer.
- I was interested in the subject of primate behavior.
- My major is Latin American studies and this class is of particular interest to me.
- I desired more knowledge in this subject area. Honors had nothing to do with it.
- Interest in the politics of Central America.
- I am very interested in the course topic and proud that my grades can offer what I consider a reward.
- Hope it will be a benefit to transfer to a university.
- Another course with same professor was of immense educational value.
- It will look good on my transcript.
- I did not feel sufficiently challenged by any other skill-oriented course. I have always been interested in women's studies.
- I was excited by the course possibilities and anxious to work within the team teaching circumstance.
- The subject sounded interesting and thought-provoking.
- Needed this course as my last requirement for my degree.
- I need the course for my nursing degree.
- This class was the only sociology class that fit my schedule.
- Because of its emphasis on the arts.
- Because I spent four years at a college prep school, it seemed logical to maintain the same level of education.
- It was a course I was required to take and the honors section sounded interesting.
- I am interested in writing and I wanted a challenge in English.

Appendix C

APPENDIX D

Student Evaluation Questionnaire

Comments to Question 6

HONORS PROGRAM STUDENT PROFILE QUESTIONNAIRE

QUESTION 6: **"What are your goals for the course?**

- To deal with controversial issues.
- To prepare to transfer to UCSD in the fall.
- To receive an A.
- To enrich myself.
- To become a professional sculptor.
- To become a better speaker, to explore different areas of biology.
- To improve my math skills.
- To understand mathematical applications.
- A chance to participate in a course similar to an upper-division college course.
- Active participation rather than being instructed.
- To get an unbiased view of the Vietnam war.
- To explore philosophy and history.
- To get used to going to school again after 13 years.
- To do a research project on the Goddess Kali, to make a mask, write poetry, create a dance and anything else along the way.
- To learn more about the Goddess and the spiritual aspect of myself.
- To comprehend the feminine aspect of the divine.
- To learn French.
- I specifically want to develop my conversational French in a way that is not available in a traditional course.
- To be able to communicate in French.
- To implement teaching with my business.
- To find out more about Japanese management style.

Appendix D

HONORS PROGRAM STUDENT PROFILE QUESTIONNAIRE (cont.)

- To gain some wisdom regarding real and immediate political/economic situations on local/regional/international levels.
- To practice research skills, learn more about international business.
- To learn effective communication skills.
- To learn more about human relations and leadership.
- I hope to understand more about the public work environment.
- To participate in the process of public sculpture and to follow it through.
- To learn as much as possible and to help make something lasting for others to enjoy.
- To learn the technique of large scale sculpture construction and the problems and considerations associated with it.
- To learn how to handle stress and to see how health and psychology relate to one another.
- To gain advanced knowledge in the field.
- I hope for a lot of discussions and opportunities for special projects.
- To learn more about health psychology, specifically from the point of view of patient/nurse relationship.
- To meld the psychological basis for health and disease with my ideas of traditional medicine.
- To develop myself as an artist.
- To supplement my education and help myself in my work.
- To complete and organize enough works for a show.
- To learn to express myself freely and learn professionalism.
- To find a comfortable use of oil painting and a style I feel will be different from everyone else.
- To learn about relationships between primate behaviors and human behaviors.
- To learn more about the U.S. relationship with Central America.

Appendix D

HONORS PROGRAM STUDENT PROFILE QUESTIONNAIRE (cont.)

- To objectively study the conflicts, struggles and histories of the countries of South America.
- To increase my understanding of how American interests control global outcomes.
- To determine whether I want to focus on Latin American history.
- To learn more about our national defense.
- To become more informed about nuclear disarmament.
- I have always enjoyed people with intelligence and motivation, and I want to develop a working interaction with them.
- To gain a better understanding of women.
- To have a better perspective of the past and present and see the implications for the future.
- To become more aware of the historical development of women in this country. To exchange opinions and ideas about the women's movement, what it lacks, how it has progressed.
- No particular goal. I'm glad to have the chance to take courses at this level.
- A written project to submit as a sample for my graduate program.
- To acquire a functional understanding of sociology.
- To gain another perspective on society and to pass the course.
- To improve my writing skills.
- To learn to express myself through writing.
- To expand my horizon, enlighten myself about the arts, but primarily to improve my writing skills and to learn to write a good research paper.

Appendix D

APPENDIX E

Student Evaluation Questionnaire

HONORS PROGRAM STUDENT EVALUATION SURVEY

1. In your opinion what specific characteristics made this Honors course different from other courses you have taken?

_____

_____

	Yes	No
2. Did this Honors course require more class participation than regular courses?	___	___
3. Did this course meet your expectations?	___	___
Why? _____		
4. Did this Honors course require higher standards of performance from the students than what you have previously experienced at a community college?	___	___
5. Do you feel the class size was adequate?	___	___
If not, what would you recommend? _____		

6. How would you describe the students level of involvement in this course?

___ Not involved ___ Moderately involved ___ Very involved

7. If you are taking more than one Honors course, did you find them to be approximately equivalent in terms of quality? _____

In terms of demand? _____

8. Do you have any comments about the grading procedures and tests?

_____

_____

9. Do you have any comments about the reading/writing assignments required for this course?

_____

_____

10. Do you think this course should be offered again? Please explain. _____

_____

_____

11. Would you recommend this course to other high-achieving students?

___ No ___ Yes, with reservations ___ Yes ___ Highly recommended

12. Are there other Honors courses you would like to see offered? Please specify.

_____

_____

13. Do you have any additional comments/suggestions? _____

_____

_____

_____

GENDER:
Male ___
Female ___

AGE:
Under 18 ___
18 ___
19 ___
20 ___
21 ___
22 ___
23 ___
24 ___
25-29 ___
30-34 ___
Over 34 ___

ETHNICITY:
Amer.Indian ___
Asian ___
Black ___
Caucasian ___
Hispanic ___
Filipino ___
Other ___

CUMULATIVE GPA: _____

UNITS COMPLETED: _____

MAJOR: _____

_____

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APPENDIX F

Student Evaluation Questionnaire

Comments to Question 1

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE

QUESTION 1: **"In your opinion, what specific characteristics made this Honors course different from other courses you have taken?"**

- It encouraged a high level of active participation in discussing and evaluating a wide range of important moral issues.
- More specific attention for each individual. Relaxed atmosphere, more serious involvement of students and teachers.
- The class is taught with up-to-date material.
- Students' opinions are welcomed, needed and appreciated.
- It was great to finally have a class in which all students could keep up.
- A great learning experience.
- The opportunity to do a large figure sculpture.
- The small class size, the students involved were more serious, career-oriented artists.
- The opportunity to expand a project without restrictions.
- It allowed us to proceed at our own pace and develop independent ideas.
- More time to focus on each piece and perfect a technique and a style of my own.
- It provides the only professionally-oriented program for advanced figurative sculpture.
- More sophisticated and challenging
- The material covered, the way the instructor presented it, and the level of responsibility the students were given for their work.
- This honors course is different from other courses in the way it is taught, as a group, and also in the application of mathematics. Proofs of properties and functions rather than just straight mathematical applications.
- The constant interplay between everyone in the class was a definite plus as well as the chance to have access to many different sources of information.
- There was a lot of discussion in class and research papers instead of tests.
- A more relaxed atmosphere.

Appendix F

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- It was more specific in the course content which made it possible to study the subject in-depth.
- The seminar format allowing free discussion instead of lecturing, the fact that the entire group is bright, focused, interested and eager to participate.
- A closer, more personal relationship between students and between students and teacher which allowed an intense exploration of the subject.
- The instructor actively gave of herself above and beyond the "normal" classroom situation.
- The freedom to take an idea and talk about it.
- It concentrated specifically on the Goddess and female mythology, a much neglected topic.
- Less students which made it possible for the instructor to give each student growth opportunities.
- In this course we concentrated on actually communicating in French rather than on how to write in it. It involved more participation and more effort. The smaller class size made it easier to learn.
- The flexibility, creativity and the emphasis on enjoyment of the material.
- The teaching method is better and the class size is small so everyone has more of a chance to participate.
- Field trips, movies, native speakers. Culture was introduced. More stimulating.
- This honors course gave material that differed from the textbook.
- Definitely the teacher. Her method of teaching, the small number of students and the special attention we received.
- It made me study harder, gave me more self-confidence. It was more of a challenge.
- The individualized attention each student received from the teacher.
- The course was taught in much more depth than any other course I have taken.
- Degree of involvement, ability to brainstorm ideas, time to interact with other motivated students.
- The subject matter was extremely unusual. The teacher-student relationship was more equal with higher expectations by the teacher in terms of student participation. Also, the class members seemed to be very involved.

Appendix F

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- Self-motivation was a must.
- We were allowed to concentrate on a long-term project and the methods we used to do our research were left up to us.
- I think it had to do with the teacher and how she motivated the students.
- I could choose a goal that was of interest to me.
- The diversity, the openness and the structure of the class.
- A dynamic teacher who was available at school or at home.
- I was able to get something done that I could use right away, not ten years down the line.
- It was more in-depth. I was free to explore personal areas of interest.
- The option to delve into an area of business that was of particular interest to me.
- Outside speakers.
- The wide range of topics. The realm of human relations in business really intrigued me.
- More demands on students.
- Working as a team, the amount of hard physical work involved.
- The level of knowledge in the other students was highly compatible and inspiring.
- This class is incredible. Pidgeon is just fantastic. The way he exposes us to the history of western philosophy is not only unique but wonderful.
- The high academic standard of the class was a pleasant change.
- Increased willingness of the class to engage in controversial discussions.
- There was more class participation and I think the speakers we had were excellent.
- A chance to express myself openly.
- The seminar format allowed for better learning and open discussions and opinions expressed.
- The course required higher standards of performance.
- More group interaction, an emphasis on critical thinking. Ternot's personal delivery and extensive knowledge, the use of videotapes.

Appendix F

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- This program is the best. The student is given the opportunity to achieve the highest level of performance, the instructor is very sensitive and gives the student the opportunity to realize there is always more in the way of achievement. I have produced and will continue to produce only because of this program. I recommend it highly.
- It dealt more with what is happening now in other parts of the world.
- More outside reading and writing assignments in lieu of tests. We also had a number of speakers.
- More discussion rather than straight lecturing, guest speakers. We learned other things that were not suggested in the course title.
- The course was very informal. There was a lot of communication.
- The nonpartisan approach to the problems in Central America, the relevance of hand-out material.
- Contemporary topic, unanimous desire to be there, mutual respect and interest.
- The size of the class, the relevance of the subject matter, the background and quality of the instructor.
- Good leadership from the instructor.
- The quality of the teacher, a manageable number of students.
- The subject was relevant to present events and foreign affairs in Central America.
- I have enjoyed other courses a lot more.
- More discussion, emphasis on developing analytical abilities.
- The information flows much easier at the instructor and students' levels because less time is needed for explanations.
- I learned a lot more on my own (research was very comprehensive).
- More field trips, more independent reading, more responsibility to make my own grade.
- Much more reading, higher expectations.
- This course was more personal, not so rigid and structured, but more relaxed.
- The fact that I had two instructors made it also interesting and stimulating for debate and discussion.

Appendix F

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- Team teaching, seminar format, extensive use of film and video and other media.
- The atmosphere was more casual and it made for better communication between teachers and students.
- There was a lot more class discussion in this course compared to others.
- A lot more required textbooks. Weekly quizzes forced us to do the reading.
- The course concentrated on a few cultures with detailed emphasis on each.
- More personal contact, more of an opportunity to play my particular instrument.
- The course focused more on each student's individual talent rather than treated all students equally.
- There is more focus on the individual and his academic progress.
- The depth of the class made the subject matter more interesting and motivating.
- The general discussions were more intelligently conducted and more interesting.
- An exceptionally good teacher and above average students.
- The level of achievement expected from students is higher than in most classes.
- Wider range of activities and learning experiences.
- The emphasis on various disciplines was welcomed and refreshing.
- The workload, quality of work demanded, meeting instructor's expectations, conformity.
- Freedom to explore the arts in an English class. Very unusual.

Appendix F

APPENDIX G

Student Evaluation Questionnaire

Comments to Question 3

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE

QUESTION 3: **"Did this course meet your expectations?"**

- Yes, because it required me to use my mind to meet the level of thought we, as a group, achieved.
- The course covered the content, discussion and information that the instructor described prior to the class beginning.
- It was as interesting and eye-opening as I thought it would be.
- More students could participate in a small class.
- The issues raised were interesting and I think I have come away more knowledgeable.
- The interaction with other artists who are serious about their work and the teaching of Ms. Dixon were very valuable.
- The excellent instruction and space provided for large work.
- Because the material was interesting and the teacher knowledgeable.
- This was my first honors class and I did not know what to expect.
- No, I thought the material would be related to direct applications in computer science.
- It gave me more insight on what type of math I will experience in the future as I continue my education.
- It gave me a better understanding of the reasons for the U.S. involvement in Vietnam.
- Small class taught in seminar fashion.
- Yes, I expected to listen to intelligent students discuss a variety of subjects.
- It gave me a chance to gain greater insight into the subject through discussion, something not possible in a larger regular class.
- In many ways, except that it deviated from the course description.
- The material was unique to the course.
- Yes, I did not know that the idea of the Goddess would open avenues of thought. It emphasized feelings that I already had.
- I wanted to be able to communicate in French and I can now.
- It was more stimulating than other courses I have taken.

Appendix G

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- My speaking ability and comprehension have drastically improved. I have a good feel for the language and I am planning to continue without reservations.
- Yes, it was structured to encourage research in all areas of the topic.
- I did not really know what to expect. I was pleased by the obvious attention/effort put into the syllabus and the extent of interest of the class members.
- No, even though we are completing a single project, I would have liked to see each student finish a small piece of her own, to show for the time put in the course.
- Yes, the project was to make a specific sculpture and we did.
- No, I wanted to learn more specifically what goes into planning and executing a large sculpture.
- It exceeded my expectations.
- Because I did not feel like it was a drudgery.
- I really enjoyed the teacher's objective views on this subject.
- It allowed me to learn more about psychology with open questions and answers that were not strictly based on the textbook.
- I was challenged. There was a lot of give-and-take in this class.
- I am realizing many goals which I had set for myself due to the nature of this course.
- Yes, it taught me the essential of the Central American/U.S. conflict.
- Yes, this class made me think, most classes don't.
- Because there was a constant desire by the instructor for excellence from his students.
- Yes, and more, it pushed me to new limits and expanded my potential.
- It was exciting to be instructed in a subject in which the teacher is currently active in.
- I thought it would be more interesting. It has been disappointing.
- Yes and no, it was not as interesting or involved as I thought it would be.
- I expected lectures to be more in-depth.
- I was required to participate in a more adult manner.
- Yes, more reliance on philosophical than technological solutions.

Appendix G

- No, I was expecting more demands to be put on by the instructor. Self-motivation was not what I expected but I liked it.
- I had no preconceptions about it. Everything about it was novel and unexpected. Some of the sessions were more stimulating than any classes I have ever taken.
- The scope was much too broad for me. I'd prefer a lesser number of cultures surveyed but in more depth.
- No, I was hoping for a broader view of other cultures around the world, not just North American Indians.
- The instructor possesses a great knowledge of the subject matter presented and I enjoyed the class immensely.
- Very stimulating and entertaining as well as educational.
- Exploration of subject matter was deeper. There was more opportunity for discussion.
- Yes, I expected a lot of work with an emphasis on quality.
- Yes, I feel that my writing skills have been improved through this course.

Appendix G

APPENDIX H

Student Evaluation Questionnaire

Comments to Question 8

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE

QUESTION 8: **"Do you have any comments about the grading procedures and tests?"**

- Each day is a challenge to improve our own standard of work.
- I worked and learned, however the assignments were strict.
- Grading does not seem relevant to this kind of class.
- Both appeared to be fair and equitable.
- The first test was a comprehensive essay. I feel that it was definitely a suitable test for this class. Grading seemed fair.
- The class is very much run like a graduate program. The projects are of our choosing with the instructor guiding and providing.
- Paper and creative project in lieu of tests. Fine.
- I like the oral testing. That is why I took the class.
- The tests are long for such a short time.
- I would think that from the professor's point of view, grading is more difficult than with a regular class. A little more feedback may be appropriate.
- I am not sure about grading procedure, but I believe it is based on research paper, creative project, and class participation. That seems fair to me since grades have not been assigned yet, it is hard to say how well it worked out. However, grades are not my main interest.
- In our particular course, the grading procedure and tests are based upon our learning the technical skills required to finish our sculpture.
- I have had no input from the instructor at this point.
- There is less pressure on you when you take a test in an honors course.
- I think the grading procedures and tests are better than the ones in a regular class.
- I found the grading to be very fair and the testing seemed more open and at ease than in other courses.
- Perfect.
- Our grades are based on two papers, a student log of class notes, and outside readings which I felt was adequate.

Appendix H

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- Clearly laid out.
- I think that students who are highly opinionated suffer in disagreements with the teacher.
- I think it would be more appropriate to have exams than just one paper which constitutes the entire grade for the course.
- It is a lot of pressure to have most of our grade depend on one paper but not something insurmountable.
- All our grade is based on one paper and participation. I think this is not enough.
- I don't know, we have not received a grade yet.
- This is the only class this semester in which I must write. I prefer essays and research papers so the grading was appropriate in my case.
- The grading procedure was specifically explained at the beginning of the semester.
- I feel that all of us are working much harder in this class because of the grading procedure.
- I like the tests better but I am not sure about the grading.
- Essay tests facilitated retention of the material.
- Dr. Roy was scrupulously fair in explaining and implementing grading procedures.
- I did well, so I have no complaints.

APPENDIX I

Student Evaluation Questionnaire

Comments to Question 9

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE

QUESTION 9: **"Do you have any comments about the reading/writing assignments required for this course?"**

- I found the wide range of topics to be intellectually very stimulating.
- Assignments and notification were adequate, expectations were reasonable.
- The textbook used was interesting to read, the research paper was a lot of work but the end result was worth it.
- All were just fine.
- They were adequate.
- Reading assignments for this class were well suited for the course matter and contributed greatly to the class. I enjoyed them.
- Keep the writing requirement.
- By focusing on two main sources with in-depth, chapter by chapter study, we gained depth as opposed to the usual survey knowledge.
- Only that a 48-hour day would be welcomed. Reading and writing consume a great deal of time.
- They are excellent. The reading is most enlightening and the writing most enjoyable.
- They were excellent classics and the writing allowed a chance for growth and expression of what I was already thinking about.
- Fascinating topics to write about for the term paper.
- Reading assignments were diverse and informative.
- Assigned readings were absolutely superb.
- I did a lot of reading, all of which was appropriate and all of which increased my understanding.
- They all pertained to French and the French language.
- Need more grammar and vocabulary.
- I thought there was a lot of homework.
- The class required more than other classes but I expected that.
- I really enjoyed the freedom of choosing topics and following my interests.

Appendix I

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- The choice of topics was mostly mine and I found out information that increased my knowledge.
- All handpicked and delivered materials were most interesting. The wide range of topics still had a main theme: How to maintain good relations in business.
- The assignments required deep thought and research.
- Reading was the research and writing was the formal report. Both were left to the student's discretion.
- The stringent requirements forced the student to think for himself and grow.
- The students were expected to furnish the format and self-discipline, a skill that needs to be developed for upper-division work.
- All reading assignments were enjoyable and most of all what I needed.
- Interesting and provocative.
- I had expected to do more writing.
- What is expected of students could be better defined.
- I feel that they were essential to achieve maximum potential.
- Everything is what I expected.
- The assignments provided insightful views of the subject.
- There was a lot of reading and writing required which I thought made class discussion more interesting because we knew more about the subject.
- Good reading assignments plus a lot of suggestions for outside reading.
- The book review seemed like a waste. I would have preferred to do a second research paper.
- I thought they were quite demanding but in the long run they helped me better understand the information I received.
- A superb list of books. Good writing assignments.
- Due to the title "honors" course I am eager to do an "honors" level paper, as opposed to an average one.
- The assignments were commensurate with the projects undertaken.

Appendix I

- The readings were interesting and thought-provoking. The writing assignments were challenging and quite satisfying.
- There was a lot of reading but it helped me better understand the issues involved for the course.
- I thought the reading assignments were much more challenging than in other courses.
- I appreciated having so much material available during the semester.
- At first I thought the assignments were heavy but once I found I could easily meet them all I ended up doing more than required.
- Both honors courses required lengthy term papers due during final week. For a full-time student, it is very time consuming.
- I felt challenged and edified by having to read, especially the Jerome text which required cross-referencing.
- Lots of reading and a bit of trouble being able to afford the books.
- Excellent and highly relevant assignments
- Too many books and too expensive.
- I like the tests better but I am not sure about the grading.
- Fair and well-explained.
- Essay tests facilitated retention of the material.
- We were assigned essays to read and to discuss in class somewhat aimlessly. The subject matter for in-class writing assignments were too vague and no attention was paid to any specific type of essays.
- There should have been more freedom in the choice of topics.
- I did get a little tired of rewriting papers on which I had already received an A-, but I do see the reason for it.

APPENDIX J

Student Evaluation Questionnaire

Comments to Question 10

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE

QUESTION 10: **"Do you think this course should be offered again? Please explain."**

- Yes, it gives students a better opportunity to express themselves and to get more involved.
- Yes, the class offers an opportunity for public speaking, and for expressing opinions and learning that discussions are not a reflection of the person but of the person's opinions.
- The issues are very eye-opening and relevant to contemporary times.
- Yes, the teacher interacts extremely well with the students and makes learning fun.
- Yes, it was terrific.
- Yes, this is such a unique learning experience.
- Absolutely, we are just now developing an atelier and our efforts need to be extended and continued.
- Due to the length of time needed to complete a sculpture from beginning to end, one semester is not enough.
- Absolutely. T.J. Dixon is an excellent instructor and artist in her own right. She offers her students her expertise and her experience in the art world.
- Yes, it makes students think.
- Yes, it allows students to experience math at a higher level than is generally offered at a community college.
- Yes, I believe that it is a good course for students interested in math.
- Yes, it is an excellent opportunity for anyone to gain first-hand knowledge of the Vietnam war as well as the chance to stretch themselves intellectually.
- Yes, the topic is of considerable historic importance.
- Yes, even though there is a relatively low attendance, courses like these are the really memorable part of college.
- Yes, to anyone wishing a deeper understanding of ancient history and thought. This course is invaluable.
- Yes, as long as there are students there should be a demand to learn more about the Ancient Greeks.

- Yes, an excellent course for in-depth study of the works of Herodotus and Thucydides. I obtained much information on ancient societies through this class.
- Yes, it is an excellent class.
- Yes, please do. This class is a contribution to my academic growth and understanding of mytho-religious cultural traditions.
- Yes, I think it is a good opportunity for one to learn French faster and better.
- Yes, I feel much more capable of learning a foreign language than before. I'd like others to have the opportunity.
- Yes, because it is necessary for the person who wants to get more information about France in a short time and practice speaking French more accurately.
- In my experience, this course was very interesting and stimulating.
- Definitely, this is the best method for someone desiring to learn a foreign language.
- Yes, it is a very important subject area and this type of class is the best approach.
- Yes, I am very pleased with the course and the improvements I see in myself.
- Yes, it is a course that allows for freedom to study and gain knowledge in an area that is most beneficial to the students.
- Yes, people tend to explore personal interests in a more in-depth manner.
- Yes, because I think it is one of the most motivating course I have ever taken. Dr. Simpson is very encouraging.
- Excellent course. Probably compares with expensive outside courses in management-human relations.
- Yes, it gives the student actual business experience outside the classroom.
- Yes, I think this is a course that could help any student no matter what his major is.
- Yes, there is a need in industry that can be filled by learning this type of human resource.
- It was a chance to really learn what I wanted to know and not what someone else wanted to teach.
- Yes, it gives the student time to analyze his personal conduct in management.

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- Absolutely! Excellent course, fantastic teacher.
- Yes, as a sculpture student, it allowed me to learn the needs of large sculptured pieces which is important.
- Yes, but with some modifications.
- Yes, because it has a lot of practicality in terms of living one's life.
- Yes, it is a course that opens one's mind to the many factors of our philosophical history.
- Yes, it offers so much in the way of opening the mind especially of the younger student.
- Yes, for those who are serious about philosophy.
- Yes, because I think students get more out of such a class than out of a regular class.
- Yes, very much. So far it has been by far my best class, thanks to Dr. Kawahara and his endless knowledge of the subject.
- Yes, it gives a good overall view of psychology in practice not just as a learned technique.
- Yes, it introduces students to a relatively new field not usually covered in other psychology classes.
- Yes, this course is very beneficial for anyone who is planning a major in the field of psychology or health.
- Yes, it addresses an area not available in other course work and critical to the way I want to apply my major in health sciences.
- It is an essential bridge from academic life to the real professional world.
- Yes, very important for an artist to have this class to learn how to trust his/her own thoughts.
- Yes, definitely because there is no other place to go and if I had not been recommended I would never have taken this course.
- Yes, it is an honor and an incentive.
- Yes, the material will never be fully covered due to the tremendous amount of information and too little class time.
- Yes, there are many people out there in the school who need to be better informed.

Appendix J

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- Yes, having a brass quintet at Mesa has been valuable in my training.
- Yes, once again this is really the only course that allows me to play my instruments, the other music courses focus more on theory.
- If there is sufficient interest it should be offered again.
- Yes, I think it should be offered again because it is interesting and much more difficult than a regular course.
- Yes, I think it is very stimulating.
- Yes, the instructor was very good although somewhat opinionated.
- Yes, It was a great help to me and other students should have the same opportunity.
- Yes, it gave me a much better understanding of society and the world.
- Yes, I'd like to see more honors classes which fulfill the basic requirements.
- Yes, my experiences in this class have been enjoyable although there were high expectations where work was concerned.
- No, I don't think English 101 should be an honors class because most people need more basic instruction at this level.
- Yes, I think it is a unique program and it should continue.
- Yes, my writing has become more disciplined.
- I think that honors English should be offered at a more advanced level.
- Yes, it was a chance to meet other students with similar interests and students that are go-getters.

Appendix J

APPENDIX K

Student Evaluation Questionnaire

Comments to Question 13

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE

ADDITIONAL 13: Additional Comments/Suggestions

- I have enjoyed the class, the instructor and the ability to have some control over content and delivery of information. We have learned more from each other than from content.
- Publicize the class at greater length to attract potential students.
- The Honors Program is excellent because it allows one to think and process information instead of simply getting information or notes from a teacher and remembering them for a test.
- I enjoyed this class and there are so few places where one can learn this form of sculpture.
- I feel very fortunate to have had extensive teaching from Ms. Dixon. The time spent with her has been very valuable to me as a student and professional artist.
- I hope this program will continue.
- There have been many excellent art students benefiting from this class who need this structure to grow.
- This Honors Program has enabled those of us who are serious sculpture students to work as they do in Europe, with models and adequate space and light under an excellent "master".
- Thank you for the opportunity. We need to have it continue year-round, challenging us and those who come after.
- Mesa has a fantastic art department with quality instructors and the largest kiln available. It is a pleasure studying here under T.J. Dixon. The art work done here is exciting and extremely educational. I would not consider studying elsewhere, but I would follow Trina Dixon anywhere! We are all grateful for the Honors Program.
- I would like to see more projects in the course. I would feel more of a sense of accomplishment.
- It is excellent to offer honors courses. We can learn more than in regular classes.
- Dr. Marcus is an excellent teacher. She works well with her students and is very helpful. I feel that she has helped me improve my ability to prove theories.
- Please continue and expand the program.

Appendix K

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- The Honors Program is highly desirable since it fills a need that regular courses do not meet for the motivated older student.
- I would like to see the course stick more closely to the course description or see the course description changed. I would like to see the class more highly structured or restricted to students with academic background in mythology so they are better able to contribute to in-class discussions.
- Ms. Harms is an excellent teacher! I encourage everyone who is interested in French to consider taking this class.
- I am really glad I was able to take honors French 101, it took the scare out of learning a foreign language and prepared me to continue on. I really enjoyed it!
- If a student is really driven by a need to learn, this is the best approach. In most cases the focus is on getting a grade, learning is secondary.
- This is a great class for students who have a long-term interest in making sculpture their life. It is good preparation to do public art. I would have liked to have seen each student present a single project created for public display.
- I wish this course could be extended for two semesters.
- A longer course or more hours would have been helpful.
- Pidgeon is a great instructor.
- A great experience.
- I don't see the need for an increased split between the so-called elite students and regular students.
- Excellent use of resources (i.e. biofeedback and computers) and very interesting guest lecturers. The honors seminar in health psychology reflected Dr. Kawahara's commitment to the class.
- Tom Frankovich is a very special instructor. He is a friend, a student and a professional artist all in one.
- I think that it would be helpful to have more debates on the reading assignments especially the text as well as more outside speakers.
- Offer this course again. It is very valuable.
- I enjoyed the class. The teacher is well qualified.
- I am pleased to see honors classes offered at this school.

Appendix K

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- I think Ternot did a masterful job. I wish I could take this course again.
- An outstanding teacher who motivated students and made them excel.
- Hopefully more honors classes can be added at Miramar. Miramar is an outstanding school with instructors who care and who are knowledgeable in their subject. I am sorry I am leaving.
- It seems that the instructor is more interested in her own projects and papers she presents than in the students. It also seems that, at times, she has a low opinion of the junior college students.
- Some of the students often challenged the instructor in a type of "who knows more" attitude. That was unpleasant for most of us. It would be nice if we could somehow eliminate this.
- I have thoroughly enjoyed this class because most of the students are here because they want to be and it makes a tremendous difference.
- I think the honors program was an excellent idea and that it should be continued and expanded.
- The semester should be shorter.
- I enjoyed the course immensely. Please continue this program.
- I believe that this program can make a great difference in the atmosphere of City College. Keep up the good work.
- I hope the administration and faculty appreciate the unique talent of Marchelle Fox and Myles Clowers as much as I do.
- I am looking forward to other honors courses in the coming years.
- I very much enjoyed having Myles Clowers and Marchelle Fox as instructors.
- How about an accelerated six-week course?
- Keep up the program. I have really enjoyed this class and plan to take others. It is well worth it for the excellence it provides at the community college level.
- I do feel that the number of textbooks required (5) made the class extremely expensive. Being wealthy should not be a requirement for an honors class.
- Wendy Spear is a great teacher who motivated me throughout.
- I feel very lucky to have had such an outstanding course with such an excellent instructor.

Appendix K

HONORS PROGRAM STUDENT EVALUATION QUESTIONNAIRE (cont.)

- The instructor, Mrs. Spear, is an excellent instructor. Her interest and love of the subject cannot help but rub off on the students.

- I have been in advanced classes since grade school and I always encounter the same problem: teachers in these classes emphasize the differences between honors students and other students without addressing these differences.

- I would like to thank the Honors Committee for encouraging the program. I built my whole schedule around the honors courses this semester and it was well worth it.

- I enjoyed the reading and writing assignments once I understood what the instructor wanted. The material selected was superb.

Appendix K

APPENDIX L

Faculty Evaluation Questionnaire

HONORS PROGRAM FACULTY EVALUATION

College: _____ Course: _____

Instructor: _____ Telephone: _____

Enrollment 1st Day: _____ Number who withdrew: _____

Enrollment 1st Census: _____ Number who dropped: _____

Total: _____

1. Please indicate the number of students who received each grade/symbol.
   A _____ B _____ C _____ D _____ F _____ W _____ I _____
2. How does this grade distribution compare with your regular courses?
   Much Lower ___ Lower ___ Same ___ Higher ___ Considerably higher ___
3. Did you adjust your normal grading practices for this course? Yes ___ No ___
   If so, please explain: _____
   _____
4. What method(s) was (were) used to teach this course? _____
   _____
5. Did these methods differ from your normal teaching methodology? Yes ___ No ___
   If so, please explain: _____
   _____
6. How do the Honors students compare with your regular students?
   Much Worse ___ Worse ___ No Difference ___ Better ___ Much Better ___
7. Do you feel the criteria for eligibility was appropriate? Yes ___ No ___
   Any suggestions? _____
8. In what ways did the Honors students meet, fail to meet, or exceed your expectations?
   _____
   _____
9. Would you do anything differently next time you teach this course? _____
   _____
   _____
10. Please describe the requirements for this course (paper, tests, reports, etc.)
    _____
    _____
11. What is your overall impression of the Honors program? _____
    _____
    _____
12. Do you have any recommendations on how to improve the administration of the program?
    _____
    _____

APPENDIX M

Faculty Responses

HONORS PROGRAM FACULTY QUESTIONNAIRE (cont.)

- Some exceeded my expectations with willingness to do work and enthusiasm, while others failed to meet expectations by not preparing for class, attempting to "goof off" on field trips.

- They were very bright. They were very enthusiastic and had a great sense of humor. However, they were not disciplined enough to do their paper work on time.

- The students exceeded our expectations in their ability to analyze issues.

- They performed at a higher level both in written exposition and in spontaneous discussions.

- They all met my criteria of A students, but their motivation fluctuated greatly during the semester and they were not prepared for seminar work.

- In general the spring semester class met expectations.

- They did meet my expectations and some went beyond. For the most part, the students were near the level they should be at. More private instruction on their particular instruments would be helpful. More sight reading would bring their level up.[music]

Would you do anything differently next time you teach this course?

- Yes, I would now be more prepared to deal with their enthusiastic midnight and weekend calls! Seriously, I had never anticipated such interactive concentration due to their excitement...it was GREAT!

- Yes, I planned lectures in case most had not read the assignments. Next semester I will rely more on discussions based on reading assignments.

- Yes, I would have more assignments to be turned in, keep things a little more structured. Also I would change a few of the readings which did not work as I had hoped.

- Yes, I will have more papers but shorter. The papers will be due at short intervals throughout the semester rather than at the end. I will also cover the basics such as: How to do a bibliography, use of footnotes, etc...

- Give more direction and assistance in helping to narrow and focus topics for papers. Here, perhaps, we overestimated the students'ability to be self-directed.

- Not radically, perhaps even more reading of primary material.

- The prescreening of students is more important than I had anticipated. More guidance with seminar activity.

- I have decided that my art overlay is too much for English 101. Only about three or four students in the spring class were really comfortable.

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